

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
EDUCATION REVIEW

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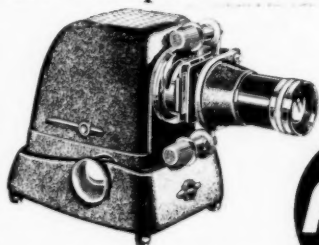
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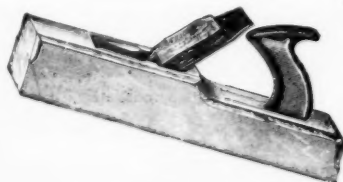
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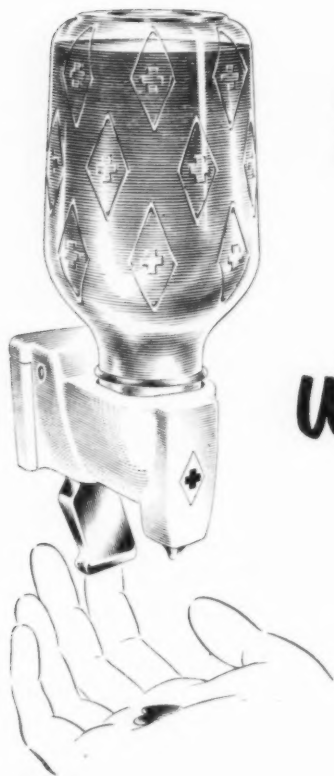
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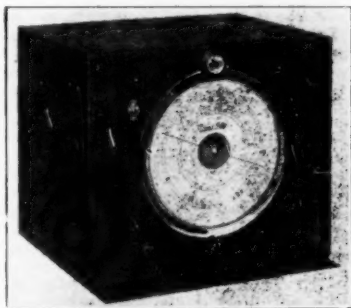


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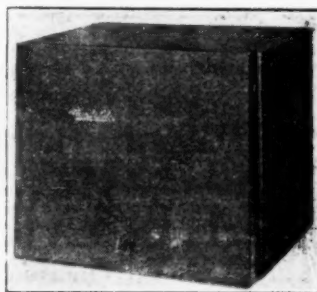


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# The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,312. VOL. CXLIV.

JULY, 1951

## Living Administration

By JUNIUS

Since the passage of the Education Act of 1944, the administrator appears to have lived in a whirl of circulars, pamphlets, regulations, development plans and orders and sundry other methods of information, all of which, when fully integrated within the prescribed limits, are supposed to indicate the extent to which progress has been achieved.

### The Good Old Days

How different from the fashion of the good old days when administration proceeded at a leisurely pace and enabled the official to soak himself in the various memoranda until they became (almost) part of himself. In other words, he lived his administration and knew his book so well that in time he hardly needed to open it. There were certain formulae which every budding official with ambitions had to know and of these the most important was the grant formula. It was usually learned by rote and speedily took its place in line with "thirty days has September," and "twelve inches one foot"!

Those who had to work out the grant formula prided themselves upon their privileged position. They were in a category above mere routine, above the daily round, the common task. They could save or lose money by allocating expenditure to the wrong services, for example, by transferring a general office clerk to the clinic staff, on the plea that he or she had liaised with the clinic, hence by taking thought, one could be made to jump out of a 20 per cent. category into a 50 per cent. of that ilk. And all would be well until the auditor began to probe, and his enquiries revealed that monies were being requisitioned on grounds which were almost too thin to support even a reasonable argument. In those days everyone, whether he knew it or not had some share in the grant formula. The thirty-six shillings paid for each unit of average attendance compelled every head teacher of an elementary school to look to his or her school attendance, for salaries were involved. All sorts of devices were employed to chase the youngsters into school. Duplicate registers and attendance slips were eagerly scrutinized, regular routine visits were made by the attendance officers and court cases were frequent. There were, of course, some among the head teachers who begrudged the time spent on keeping up the average attendance, arguing that it was not the work of the teachers to force children into the schools but to receive them and teach them. This argument evidently played no small part in effecting a change in the factor of calculation from average attendance to average number on the rolls and now so long as the children's names are on the register so long as the grade of the school unaffected. Some authorities, expecting that superior amenities and facilities would in themselves be sufficient to attract the children to the schools, and noting little improvement in the average attendance, have had to revive the old school attendance committee machinery and

to return to proceedings in the courts. The checking of the admission registers with the periodical returns appears to indicate a slackness which stands out in comparison with that highly cultivated accuracy which was a marked feature of that old-time registration associated particularly with the elementary school. As for the grammar schools, the old grant formula just allowed 50 per cent. of the expenditure on higher education of all varieties, and this grant swept in the cost of all the activities of these post-primary institutions. Attendance did not matter much and, in some cases, did not seem to count for much. In fact, when secondary modern schools were included with the grammar schools in the category of post-primary, the blessed word parity did not permit the secondary modern schools to shed their duties regarding registration, but compelled the other post-primary schools to come into line with the secondary moderns. There were, of course, murmurs about the time lost in marking the attendance of pupils working in sets rather than in forms and attempts were made to reduce 'marking' to a minimum, but returns were on constant request and these demanded accuracy.

### Teachers' Salaries

The big item was that headed Teachers' Salaries for which the grant was 60 per cent. The schools had an establishment based upon a formula which allowed sixty on rolls for a certificated teacher, forty-five for an uncertificated teacher, or articulated fifty, and twenty for a supplementary teacher (articled sixty-eight) or a student teacher, in contradistinction to the establishment of to-day based on the class unit. Hence it was the practice to staff every school on these lines and to take good care to ensure that all replacements of the wastage of 6 per cent. due to marriages, deaths, retirements and transfers, were made at the initial stages of the salary scale where possible. This resulted in a descent upon the training colleges to secure the highest marked products at the earliest possible opportunity before they could be snapped up by others. Some local education authorities possessed their own training colleges and could always be first on the spot, others went far afield to Wales and Scotland. The element of competition or poaching became so acute as to call forth protests which resulted in the fixing of appointed days for visitation to the colleges. Even so, there was nothing to prevent embryo teachers from visiting education offices at any time to enquire about likely vacancies. Occasionally, one hears of the suggestion that during times of financial duress, students should be discouraged from entering the teaching profession. This suggestion was once adopted and had dire results for the 'old faithfuls,' who found themselves economically bound to the profession, with large classes on their hands, and, little or no help except from all kinds of people who had failed to make the grade, but who were supposed to be vested with

superlative teaching powers, thus causing the ratepayers' representatives to wonder whether a college training was really necessary!

### The Special Services


The development of the special services was encouraged by the allocation of a 50 per cent. grant, in other words, another inclusive figure which took little cognizance of attendance, but which helped those local education authorities who made provision for their handicapped children.

### Administration

Last, but not least, there was a grant of 20 per cent. paid on administration and this did not encourage good salaries, but did induce local education authorities to prescribe establishments and scales to define conditions of appointment. 80 per cent. of this money was considered to be too close to the pockets of the ratepayers to stimulate any out-breaks of generosity.

### Deductions

And when all these mixed amounts had been totalled, there was to be subtracted the produce of a seven-penny rate. For a time there was a safeguarding clause which allowed the L.C.C. and places such as Bournemouth and Hove to be guaranteed at least half of the net expenditure, but later, in 1931, as an economy measure this deficiency grant was swept away and local education authorities had to receive grant and according to the formula. Highly rated areas, e.g., West Ham, were allowed a special grant, a state of affairs once referred to by a disgruntled deficiency grant area member as "a case of paupers riding in Rolls Royces."



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### Conclusion

In those days the grant clauses were regarded with almost as much awe as the clauses in Magna Carta. When a Minister attempted to substitute a Block Grant for the Percentage Grant Formula, the members of the local education authorities refused to be a party to it and any attempt to whittle down the effect of these clauses was strenuously resisted, witness the opposition of the Association of Education Committees to the proposal to reduce the payment of grant on the superannuation of teachers.

Now-a-days, no one hears about the grant, very few remember the *Code*, *Owen's Manual* has a few competitors and the *Suggestions for Teachers* is in cold storage. But there are lots of other publications to replace all these and one may express sympathy with the officer who said ironically: "I'm only about 100 circulars behind now, and as far as the Grant Formula is concerned, that's only a matter of interest to the few who have to apply it and to those who are in for posts and expect it to be hurled at them in the form of a question!"

And the grants to-day? They are classified under seven headings, namely, The Main Grant, Recoupment Grant, School Milk and Meals Grant, Training College Grant, Emergency or Special Training of Teachers' Grant, Air-Raid Shelter (Removal Grant and Temporary Defence Works (Removal Grant).

The Main Grant amounts to 120 shillings for each unit of the average number of pupils on rolls, plus 60 per cent. of the net expenditure minus the product of a 30d. rate. In addition, expenditure on the provision of milk in schools and on establishing and re-equipping premises for those meals is repaid in full and the net cost of the provision of meals to day pupils is also paid in full, subject to the cost of the meal not exceeding that fixed by the Ministry.

The cost of providing training colleges is repaid in full, but all local education authorities, whether maintaining colleges or not, have to make a contribution of 40 per cent. towards this repayment, the amount paid being proportionate to the number of children on rolls.

Lastly, all the expenditure on arrangements for the training of emergency and special teachers and the removal of air-raid shelters and temporary defence works, is repaid in full.

Yet, despite the leisurely speed of administration of the good old days, when too few people attempted to grapple with too much work, the time expended in building a school of 1,000 places was eighteen months, now it is said to be three years.

Maybe there are reasons?

### Careers in Architecture

The Ministry of Labour and National Service announces the publication of a new booklet—"The Architect"—in the *Choice of Careers Series* issued by the Central Youth Employment Executive.

This is the sixteenth handbook in the series which is intended primarily for the guidance of boys and girls who are about to decide what form of work to take up on leaving school, but will also serve the needs of older persons and be of interest to parents, teachers and others who are concerned in helping young people to make a wise choice of career.

The new booklet, which is well illustrated, describes the day to day work and responsibilities of the architect and his assistant. It outlines some of the basic ideas underlying all architecture, discusses the abilities, qualities and training required by the architect and deals with the openings available and the salaries paid.

The booklet can be purchased from H.M. Stationery Office or through any bookseller, price 9d. net.

## United Kingdom View of Plan to Set Up Fundamental Education Centres

Speaking at the Unesco General Conference in Paris, Mr. D. R. Hardman, leader of the United Kingdom delegation, said that his delegation would support in principle a Unesco plan to establish six Fundamental Education Centres in various parts of the world. This scheme, which is estimated to cost twenty million dollars, would be spread over the next twelve years. It is designed to combat illiteracy and low living standards in under-developed areas.

Mr. Hardman said that United Kingdom support would be given subject to a careful examination of the detailed operations of the proposed centres. He said that the scheme should be financed partly from the normal budget of the Organisation and partly from contributions from the governments in the regions covered or partly from the Unesco share of the United Nations Technical Assistance Fund.

He pointed out that the United Kingdom had a certain amount of experience in these matters and, for this reason, his delegation would propose a frankly piecemeal approach to the scheme, and would suggest a period of further study in 1952, during which the only elements of the plan to be brought into operation would be the Latin American Centre and the Headquarters unit in Paris.

Mr. Hardman was speaking in the general debate on the activities of Unesco. He said that in the United Kingdom a very high value was placed on Unesco and that the Organisation had an indispensable part to play. Unesco's chief end was its part in "this world-enveloping movement by which technology is being spread to every country. The part it has to play is to modify the social conditions in the less developed countries, so that technology may come as a blessing and not as an evil."

Mr. Hardman also referred to "the challenge and opportunity" for the more highly developed countries to come to the aid of less favoured nations. "To some extent we see them meeting that challenge. Economic and technical assistance is being given to under-developed countries on a more systematic scale than ever before. By all means let the United Nations evolve a bold and challenging plan of economic development; but Unesco must see to the wider risk of social salvation."

Unesco in its present programme was helping the less favoured countries to develop new social forms and to achieve a gradual and, so far as may be, painless transition to a new form of society which would express the new element, technology, without sacrificing the culture of the past.

Concluding, Mr. Hardman said that if Unesco could prevail to make the process a fruitful, uplifting one, instead of a hard economic adjustment, it would, in the view of the United Kingdom, have fulfilled its purpose in the world to-day.

## Speech in the School

The 1951-52 session of the Speech Fellowship's Evening Courses in Speech Education begins the week of September 24th. In the First-Year Course, which is complete in itself, there will be separate classes for Infant, Junior and Secondary teachers and the syllabus will include voice and speech work, solo and choral verse speaking and classroom drama. The Second-Year Course is intended for the development of the teacher's own powers and continues the study of phonetics, poetry speaking, voice production and drama.

Copies of the syllabus, giving full particulars, may be obtained from the Secretary, The Speech Fellowship, 1, Park Crescent, Portland Place, London, W.1.

## National College for the Leather Industry

Following discussions with the industry and others concerned, the Minister of Education has decided to establish a National College for the leather producing industry, and for this purpose has set up a governing body to be responsible for the new development. The Chairman of the Governors is Mr. G. W. Odey, C.B.E., M.P., who is Chairman and Managing Director of Barrow, Hepburn and Gale, Ltd., and represents the Beverley Division of the East Riding of Yorkshire in the House of Commons. The Governing Body is composed of representatives of the Worshipful Company of Leathersellers, the United Tanners' Federation, the British Leather Federation, Trade Unions, L.C.C., Research Associations, University of Leeds and of the leather using industries.

The Worshipful Company of Leathersellers have put at the disposal of the new governing body the buildings of the existing Leathersellers' Technical College in London, which will be used as the nucleus of the new National College. To mark the services of the Leathersellers' Company to technical education and their support of the new college, the college will be known as the National Leathersellers' College. The National College will take over the Leathersellers' Technical College at the beginning of September, and it is proposed to develop and extend the present courses offered. Provision will be made for men with experience in the industry, and for men with scientific qualifications, to enable them to extend their knowledge on the production, management and scientific sides.

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# Ministry Annual Report for 1950

## Reviews Half Century of Educational Administration

Half a century of educational administration is reviewed in the illustrated Annual Report of the Ministry of Education (Education, 1900-1950) just published\*.

In a foreword to the Report, Mr. George Tomlinson, the Minister of Education, describes it as the story of a progressive partnership between the Central Department, the local education authorities, and the teachers. The main ideas of legislators and administrators have been to build a single, but not uniform, system out of many diverse elements, to widen educational opportunity, and at the same time to raise standards; and to knit the educational system more closely into the life of an increasingly democratic and industrialised community.

Mr. Tomlinson explains that the Report does not deal with educational method or the curriculum of schools; the reason is that the Department has traditionally valued the life of institutions more highly than system and has been zealous for the freedom of schools and teachers.

The first chapter, which paints in bold strokes fifty years of central administration, is followed by chapters on the welding of private and public enterprise, and on the financial relationship between the central authority and the local education authorities. The next chapters trace, first, the process by which a comprehensive system of primary and secondary education for all developed out of the sparse provision of 1900; second, the widespread growth of further education of all kinds; and, third, the development of systematic provision to promote health and offset handicap by means of the school health service, school meals and milk, and the expansion of special schools. Two further chapters pass in historical review the training of teachers and the building of schools, of which the Report says:

"Throughout the vicissitudes of the half-century . . . one constant theme can be discerned—the effort to build schools better adapted than those of the past to the teacher's methods and the children's needs."

Sections on university scholarships and public relations carry the reader to a review of Welsh educational history and, finally, to the story of the Victoria and Albert and the Science Museums.

As in previous years, the second half of the volume is devoted to detailed statistical tables, of which there are one hundred, including some historical comparisons from which the following figures are taken.

	1900-01	1950
Pupils in grant-aided schools	5,772,000	5,805,000
Full-time teachers in grant-aided schools	119,400	215,600
No. of pupils per teacher	48.3	26.9
Percentage of child population in grant-aided schools:		
(i) aged 3 and under 5	43.2	12.3
(ii) aged 5 and under 14	82.5	92.5
(iii) aged 14 and under 18	2.1	32.8
Grant-aided special schools for handicapped pupils:		
No. of schools	182	604
No. of pupils	8,153	47,119
No. of students completing courses for training of teachers	2,676	11,279
Public expenditure on education by local education authorities	£16,200,000	£237,257,000

Dealing with education in 1950, the Report makes the following points:

By the end of 1950, 952 new schools (738 primary and 214 secondary) were under construction, and 62 were far enough advanced to be taken into partial use. A further 224 new schools had been completed during the year. Nearly £3½ million was spent on minor improvements to schools.

Work completed during 1950 amounted to £27,531,000 compared with £21,501,000 in the previous year; work under construction rose from £69,940,000 to £86,082,000; work started, owing mainly to the reductions in cost per place, was £33,673,000 compared with £58,043,000 in the previous year. Between 1945 and the end of 1950, the value of all educational building work approved amounted to £190,784,000. This included about 1,600 new primary and secondary schools, approximately double the number approved in any previous five-year period, and about £16,440,000 worth of building for further education.

Between January, 1949, and January, 1950, the number of teachers in maintained schools increased by nearly 6,000—reducing the average number of pupils per full-time teacher from 27.3 to 27.1. The number of pupils in infants' schools increased considerably during this period, causing the average number of pupils per teacher in these schools to increase from 32.7 to 33.1 and the average for all primary schools, including infants' schools, to rise from 30.4 to 30.5. The pupil teacher ratio in secondary schools fell from 22.0 to 21.6 during the same period.

By the end of 1950, 70 out of 129 of English local education authorities' development plans had been approved by the Minister of Education. Out of 9,078 voluntary schools, 1,145 had been granted aided status, and 1,980 had become controlled.

Expenditure by local education authorities was £237,257,000 in 1949-50, 38.4 per cent. of this amount was raised from the rates, 61.6 per cent. from Government grant. The percentage of local rates spent on education was 32.6 per cent. The percentage of Central Government revenue spent on education was 7.7 per cent. These figures are estimates.

Students who successfully completed training courses in the 156 departments of education and training colleges numbered 11,947 in 1949-50—1,100 more than the year before.

In 1950, local education authorities gave 9,000 new awards at universities and university colleges, an increase of 2,000 over the previous year. The number of local education authority awards current at universities and university colleges was 22,000; at Further Education establishments, the figure was 12,000. In 1949, the respective figures were 17,000 and 10,000.

1,050 State Scholarships and 1,394 university supplemental awards were offered. In the Autumn of 1950, 2,229 State Scholars, 261 Technical State Scholars, 58 Mature State Scholars, and 2,822 students holding supplemental awards were engaged in university studies or their equivalent, and 29,500 students were receiving assistance under the further education and training scheme.

In technical, commercial and art education, the number of students and student hours increased. Many establishments could not accommodate all the students requiring instruction. In all establishments of Further Education,

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the total number of students compared with a year earlier had increased by nearly a quarter of a million. National Certificate Schemes continued to attract more students. In 1950 there were 20,060 entries for ordinary certificates and 6,944 entries for higher certificates, compared with 18,717 and 6,296 in 1949.

More than 240,000 young workers were released by their employers under part-time day release schemes, compared with 42,000 in 1937, 167,403 in 1946-47, and 224,000 in 1948-49.

The number of school canteens in operation increased by 600 to more than 23,000 serving some 27,500 schools or departments. The annual output of meals was 550 million. The number of schools without canteens was reduced to less than 1,500.

On a selected day in October, 1950, 4,638,000 children (85 per cent.) had milk in school, and 2,745,000 (50.4 per cent.) took dinner at school.

1,835,000 children were medically inspected in routine medical inspections in 1949. There were 2,688,000 special inspections or re-inspections. 1,270,000 minor ailments were treated or were under treatment.

2,807,000 children were dentally inspected in 1949. 1,761,000 children were found to require treatment; 1,422,000 were treated. During 1950, the number of full-time dentists fell from 732 to 717. In some areas, the service was functioning under great difficulties, if at all.

Thirty-five new special schools and ten new boarding homes were opened for handicapped children.

### Fifty Years Ago

For purposes of comparison the Report mentions the following as among the features of public education in 1900:

There was a fairly comprehensive system of elementary education, with 20,000 schools (three-quarters of these were under religious or voluntary bodies, the remainder being Board schools).

There were no local education authorities. Government grant was paid to School Boards. County, borough and urban district councils could raise a rate of up to 1d. in the £ to supply or aid technical or manual instruction.

Expenditure by local authorities was £16,200,000 in 1900-01. 43.6 per cent. of this amount was raised from the rates, 56.4 per cent. was met by Government grant. The percentage of local rates spent on education was 14.2 per cent. The percentage of Central Government revenue spent on education was 5.9 per cent.

Elementary education was virtually free. The school leaving age was twelve.

The provision of secondary education from public funds was fragmentary and haphazard. It was very difficult for an elementary school pupil to pass to a grammar school; few of these schools were free.

In the schools were 119,000 teachers, about half of them certificated; in addition, there were 28,000 pupil teachers.

These teachers coped with 5,772,000 pupils. The proportion of pupils to teachers was 48.3. There were 85 pupil to one certificated teacher in voluntary schools; 61 pupils to one certificated teacher in Board schools.

The average salary of a certificated teacher was £128 p.a. for a man, £86 p.a. for a woman. There were no salary scales.

Sixty-one training colleges had a yearly output of about 2,600 teachers.

School meals and milk for school children were almost unknown. Provision was made for some of the neediest children by voluntary organisations such as the Bradford Cunderella Club.

There was no regular medical inspection and treatment.

Adult education did not exist as a public service.

Opportunities for poor students to obtain a university education were practically confined to open scholarships and exhibitions, few of which covered the full cost.

## Artificial Lighting in Schools

"The Electricity Supply Industry has much to offer public authorities and governmental bodies in the way of assistance in lighting matters. The promotion of street lighting has shown what can be done by a policy of active promotion at high level. The same kind of activity is needed in other directions and particularly in the field of school lighting, which, at the moment, presents a sorry picture."

This statement was made by Mr. W. Robinson, B.Sc., A.M.I.E.E., F.I.E.S., in the course of a paper entitled, "Lighting Opportunities," which he read at the Annual Sales Management Conference of the Electrical Development Association.

Much lip service had been given to this problem, but conditions of school lighting remained disgraceful. Just as the development of street lighting was a long-term process involving only small immediate profit, so should school lighting be tackled. In both cases education of administrators and direct assistance by demonstration installations were the key to promotion which, whatever the financial gain, could do nothing but good for the public and for public relations.

School lighting was left too much to the individual preferences (and prejudices) of architects and educationists, and it was time that other voices were heard concerning this problem. Some of the ideas, said Mr. Robinson, on which enlightenment was sorely needed, were as follow:

It was commonly considered that day schools got enough daylight for their purpose and that artificial lighting was not needed for more than 150 hours in any year. Anyone who took the trouble to take lightmeter readings in a classroom could prove differently.

As a result of this point of view, it was common practice to build schools with the emphasis almost 100 per cent. on natural lighting arrangements at *disproportionate expense*, while decrying fluorescent lighting in day schools because of its cost. The fact was that fluorescent lighting had everything to recommend it for school lighting, and only needed putting forward intelligently and on its merits to find general acceptance in its proper function of augmenting, rather than substituting for, daylight. The Electricity Supply Industry was in a position to bring influence to bear in promoting unprejudiced thinking on those matters and to render the nation a great service. A very interesting example of what could be done in this connection was a case of school lighting development in America in which the Public Service Company of Colorado played a large part.

In brief, a questionnaire sent to the eighty schools in Denver showed that lighting was the greatest source of complaint in regard to the physical needs of the buildings. The problem had been realized four years earlier by the Public Service Company who had had a standing offer of full co-operation with the schools management over that period. It was natural, therefore, that they should be asked for help when it was decided to re-light the schools. The steps taken then were:

A schools management official was sent to a Lighting Institute for a course of instruction on school lighting.

On his return his ideas were tried in the form of trial installations by the Company, who were able to gain approval to better standards even than those proposed by allotting a member of the staff to give extensive demonstrations and lectures to teachers and managers.

The whole scheme involved 22,500 fluorescent twin lamp fittings and an increase in classroom illumination from 5 up to 45 foot-candles. 1,700 classrooms in all were re-lighted, the lighting being used for 8 hours every school day.

**Mr. D. F. Earley** (Housemaster at St. Aidans Approved School, Widnes, Lancs.) has been appointed Children's Officer for the County Borough of Dudley.



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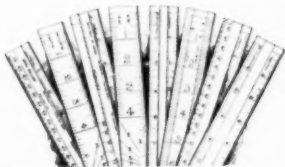


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## Mr. Hardman at A.E.C. Conference

### Discusses Grants to Training College Students and other Topical Subjects

The possibility of improving grants to training college students was discussed by Mr. D. R. Hardman, Parliamentary Secretary to the Ministry of Education, when addressing the Annual General Conference of the Association of Education Committees at Torquay.

Mr. Hardman said the Minister's policy was that in spite of the great improvements made in 1946 in comparison with the arrangements which applied up to then, he fully accepted the argument that some further improvement in the grants for training college students was desirable.

Unfortunately, there could hardly be a more difficult moment for carrying through any large and costly measure of this kind said Mr. Hardman, and he could not give any promise as to when it would be possible to make improvements. He could only repeat that the Minister did not need convincing of the merits of the case for some improvements, that he has taken note of the view expressed, not only by this Association, but by all the members of the National Advisory Council on this matter, and that in the light of the recruiting position they were considering the possibility of making some change, possibly a relatively small one in the first instance.

#### Teacher Supply

Concerning the supply of teachers, Mr. Hardman referred to the recent report of the National Advisory Council on the Training and Supply of Teachers, and said that there was nothing easy about the teaching position at the present time and that it was no use pretending that it was going to be much easier during the next few years. The immediate need was to fill the training colleges this Autumn. It was not a gap of thousands, but a question of getting the last few hundred recruits to fill a total of nearly 10,000 places. Some 60 per cent. of the girls leaving secondary schools at the age of seventeen or eighteen and not proceeding to Universities already applied for admission to training colleges. In this state of affairs it was clear that further recruits must be looked for among those who had already left school, but who were attracted by the idea of training for the teaching profession. It was by no means easy to tap this source of recruitment.

Of the long-term problem, almost the only solution was that more boys and girls should stay on at school after the age of sixteen. Some critics had concluded that instead of giving more boys and girls a proper secondary education, we ought to dilute the teaching profession with recruits who had not reached the standard which such an education connoted before entering on their course of training. Mr. Hardman did not for one moment support "this heresy."

To ensure an adequate supply of graduate teachers against the time when the bigger age groups would be reaching the secondary schools was a difficult task. Although it seemed some years ahead (in the early 1960's), it was by no means too soon to start facing the position if the right solutions were to be found.

#### Special Allowance Payments

Mr. Hardman said that he would strongly deprecate any suggestion that the payment of the special allowances envisaged in the Burnham Reports were intended specially for graduates, he supported the general thesis that these special allowances were intended to provide the essential means for attracting and rewarding outstanding teachers and teachers carrying specially heavy responsibilities, not excluding graduates. He added that there would be no hope at all of securing enough graduate teachers unless there

was an adequate flow of suitable students going to the universities year by year.

Turning to the grammar schools, Mr. Hardman said that with the introduction of the General Certificate of Education, the grammar school course must now be regarded as a single whole from 11-18. More pupils were staying on till the Sixth Form stage—in 1938 there were 13,000 students of seventeen in maintained grammar schools against 27,500 in 1950. Also the percentage of pupils who left the grammar school before sixteen just before the war was 29 (boys) and 31 (girls); in 1950 it was 22 (boys) and 25 (girls). There had been signs, however, that the number of premature leavers was tending to increase. Among the reasons for this was the economic factor and the effect of full employment.

"But grammar schools are not fully achieving their purpose, nor are parents fully realising their responsibilities so long as children deemed suitable for the grammar school course abandon it prematurely," added Mr. Hardman. "This is apart from the essential need for pupils to stay on at school in order to provide recruits for such professions as teaching." He hoped that local education authorities would use their utmost efforts to help in overcoming this difficulty.

#### Educational Building

Speaking of educational building, Mr. Hardman said that the building programme to provide 1,150,000 places needed by the higher post-war birthrate and movements of population was going reasonably well and he thought that there would not be the crisis in the primary schools which some people had forecast. The demand for new places in 1954-56 was now under consideration and in this period, while the total numbers in the primary schools would remain fairly steady, the "bulge" would begin to be felt in the secondary schools. "We estimate that to keep pace with the inevitable continuing demand for new places up to the end of 1956, we shall have to start on an average of 180,000 new places each year."

"The Government has considered this programme, together with the needs of the other parts of the education service, and has approved the allocation of capital resources necessary up to the end of 1952 to meet these needs. We shall not be able to expand our total volume of investment quite as far or as fast as we had hoped, but we shall be able to meet our minimum needs, provided we use our allocation efficiently and economically."

"Because of the over-riding need to provide for the rise in the secondary school roll, only a small proportion of these 180,000 places a year can be built as primary schools. This will be criticised, but the primary schools have done pretty well out of the post-war building programme. About four-fifths of the 1,700 new schools already completed or under construction are primary schools. Now we have to concentrate once more on the building of secondary schools," said Mr. Hardman, adding that he hoped authorities would begin to think seriously about the problems involved.

#### Improved Grants to Training College Students

Following his remarks at the A. E. C. Conference Mr. Hardman, in reply to a question by Dr. H. M. King, in the House of Commons some days later, said:

"From next Autumn the income scale used for calculating students' contributions towards the cost of training

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will be brought into line with that used for State Scholarships. As a result of this change a majority of students instead of as hitherto a minority will in future contribute nothing to the cost of their term-time board, and most of those who do contribute will pay up to £20-£30 less than at present. Tuition is already free for all recognised students."

The following tables compare the old with the new income scales:

Parent's net income	Student's contribution to boarding fee	
	Old Scale	New Scale
under £300	Nil.	Nil.
£300	£8	Nil.
£400	£18	Nil.
£500	£28	Nil.
£550	£33	£7 10 0
£600	£38	£15
£700	£48	£30
£800	£68	£45
£900	£88	£60
£1,000	£108	£76
£1,100	£128	£93
£1,200	£148	£111
£1,300	£168	£130
£1,400	£188	£150

The College or Department concerned will continue to make certain deductions (e.g., allowances for dependant children) in order to arrive at the net assessable income.

The People's College, St. Marien, in the West German capital of Bonn, now teaches Esperanto as a compulsory subject as the result of successful experiments.

## Recruitment and Training for the Youth Employment Service

The Committee on Recruitment and Training for the Youth Employment Service which was set up in November, 1949, under the Chairmanship of the Rt. Hon. Lord Piercy, C.B.E., by the Minister of Labour and National Service after consultation with the Minister of Education, the Secretary of State for Scotland, and various interested bodies, to consider and make recommendations concerning the qualifications, recruitment and training of officers for the Youth Employment Service, including the provision of training courses for persons already employed in the Service, has now reported its findings.\*

The need for considering these questions arose out of the re-organization of the Youth Employment Service following the Employment and Training Act, 1948, and the development of the scope and functions of the Service in accordance with the recommendations of the Ince Committee on the Juvenile Employment Service.†

After surveying the present position of the Service, its administration and the types of training now provided for existing officers and new entrants, the Report indicates the duties of Youth Employment Officers and the status which should be accorded to officers carrying out such duties and responsibilities. It then considers the kind of qualifications and training needed to secure the right quality of personnel, and the alternative means whereby suitable training might be provided on the basis of an estimated annual intake of forty new Youth Employment Officers to replace normal wastage due to retirement and similar causes.

The Committee's principal recommendations in respect of new entrants are that:

(i) These officers should be drawn from a variety of occupations outside the Service, and should have suitable personal qualities for the work, definite educational qualifications, and be not less than twenty-three years of age before entering upon a course of training.

(ii) The course should be a full-time one extending over one year and should include practical training and instruction.

(iii) It should be provided at an establishment of further education within easy reach of suitable facilities for practical work.

(iv) A small representative training board or committee should be set up to assist the training establishment in the selection of candidates, the assessment of student's work, the issue of certificates, and to advise on the development of training.

(v) Suitable arrangements should be made to provide adequate financial assistance to students.

The Committee explored several possibilities as to the best way of providing the recommended course and formed the opinion that it could be at either a technical college, with special assistance from outside lecturers, or at a centre such as that at Lamorby Park, where the Kent Education Committee already provide such training for prospective Youth Employment Officers in its own and other areas. The Report suggests that the advantage may lie with the latter type of establishment.

The Report also makes recommendations regarding the training of officers already in the Service.

The King has approved the appointment of Professor Edgar Douglas Adrian, O.M., F.R.S., to the Mastership of Trinity College, Cambridge, in succession to Dr. George Macaulay Trevelyan, O.M., F.R.S.

\* Report of the Committee on Recruitment and Training for the Youth Employment Service, H.M. Stationery Office, price 6d. net.

† Report of the Committee on the Youth Employment Service published on 21st November, 1945.

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# Educational Development in Wales

Outlined by Parliamentary Secretary

Indications of the direction in which the Ministry hoped education in Wales would develop were outlined by Mr. D. R. Hardman (Parliamentary Secretary to the Ministry of Education) at Llandrindod Wells last month. He was deputising for the Rt. Hon. George Tomlinson (Minister of Education) and threw out a number of pointers in an address to the Joint Education Committee for Wales.

Alderman H. R. Thomas, Flint (Chairman of the J.E.C.), presided and Mr. Hardman, referring to the overall position of staffing schools with suitable and sufficient teachers, said the first report of the National Advisory Council placed before the country the facts regarding the demand and supply of teachers during these years and immediately ahead.

"This country," he went on, "is too short of man-power to waste its potential. The structure of our population is changing with longer life and fewer replacements. The working life must be extended in the directly productive industries, and public services must courageously face the readjustments necessary in their practice so that they may not be out of step. This process has already begun."

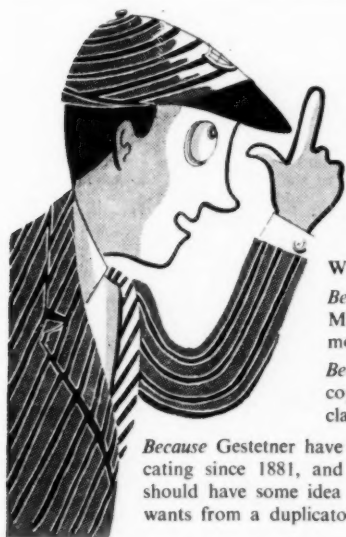
## Teacher Supply

It was for this reason that he asked those authorities—they were only to be found in Wales—who now compulsorily retired their teachers before sixty-five years, to be ready to reconsider their practices in the light of the nation's needs,

even though it demanded some sacrifice of what may appear to have been a sound principle under conditions that no longer prevail. "I make the same appeal" he went on "to those Authorities whose complement of women teachers has been reduced in the national interest—not to decline the supply of qualified married women teachers who are now available. As the Report of the National Advisory Council reveals, the prospects in some parts of England are grim. The children are there; the school places are too few, and in an uncontrolled, free-for-all, the teachers would be lacking. This is a state of affairs which you, with other favourably placed areas can help us to control if you continued to show a spirit of sympathy, forbearance and co-operation."

## Technical Education in Building Programme

One further point I wish to emphasise is the matter of technical education. It is to state categorically that, in these years, the Ministry of Education and the local education authorities of Wales are not neglecting the needs of technical education. Since 1945, the building programme of Wales has included new technical colleges, extensions to existing colleges, and the provision of new laboratories, workshops and extra classrooms at many others, the total cost of these projects being in the region of £1,750,000. Many others are being programmed for the immediate future. The rate of growth in the number of students

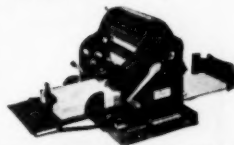


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since the war is striking; in 1945/46 the number of day students in our technical colleges and institutes was 6,416; in 1948/49 it was 10,692—an increase of 67 per cent. In the case of evening students, the number in 1945/46 was 56,726, and in 1948/49 it was 90,172—an increase of 56 per cent.

#### Twelve Million Pounds Educational Building in Wales

Mr. Hardman went on, "The most casual traveller in the highways and by ways of Wales cannot avoid noticing the number of schools now in process of erection. In the period since the end of the war to March, 1952, about twelve million pounds of educational building will have been completed or will be in process of completion in Wales. This includes some £9,693,000 for primary and secondary schools and £2,101,000 for technical education. If some quarter of a million pounds is added for work in providing special schools and teacher training colleges during the same period, the total is over twelve million pounds. This reflects considerable credit upon the education authorities of Wales, and at this critical stage in our affairs we are determined that, despite economic circumstances, the present rate of expenditure shall be continued over the next few years. There will be difficulty in some areas in getting labour for jobs, especially where re-armament projects take priority in all our resources, both in materials and in labour.

#### Speed up Building

This means that authorities should do all they can to release their labour from jobs as quickly as possible, by speeding up their building work. If there is one serious criticism in regard to Welsh Educational building it is not that it has been badly done—it has been well done, but it is being too slowly done. There are areas in Wales where considerable jobs have been started over the last few years

and not one single new place has been provided yet, simply because so many jobs drag on. We are not building for eternity—we are building for the next two generations. I have no need to remind authorities that their task does not end when in agreement with the Ministry, their programme is approved. The need for speed arises by good anticipation at planning stages, by securing sites early, by placing orders for material and equipment promptly, by engaging efficient contractors who can not only start the job but finish it early. We have cases where intervals of some months elapse before jobs are started, and the effect of this upon securing dates for other jobs for other authorities is always adverse. There are jobs in Wales which were in the 1948 programme which have not yet been completed; there are a good many started in 1949 which are less than half completed, in some cases less than a third, and there are jobs from those years and from last year's programme which, instead of being a hive of industry are, on the contrary, hardly showing any signs of progress from one month to another. May I therefore commend the need for streamlining procedures in building very seriously to you, because we are now facing times of increasing stringency, when opportunities lost may be irrecoverable."

#### Development Plans

Proceeding, he said, "We must never forget that the greater part of Wales is still rural, and I wish to emphasise this most strongly, and if the idea exists that the Ministry of Education and the local education authorities of this country are not aware of this fact, to controvert it most emphatically. Some misunderstanding has arisen in the discussions that Authorities have had with local interests in the formulation of their development plans. These have also been followed by consultations between the authorities and the Ministry when the development plans have been presented. The total outcome of these discussions to date and those in prospect cannot establish the indictment that the Ministry and the local authorities are enemies of rural Wales, indecently active in the conspiracy to close rural schools and to destroy the cultural amenities of the countryside. All cases have been considered on their merits and when authorities have indicated to the Ministry their intention that certain rural schools should be closed, the most sympathetic and detailed investigations have been made, frequently leading to a revision of the origin proposals. This is not to say that there are not cases where it would be to the advantage of the children that the schools which they now attend should be closed. We are, after all, concerned that children, no matter where they live, should enjoy equality of opportunity, and, we should not be prepared to regard the unconditional maintenance of small rural schools as an incontrovertible principle of educational policy."

He welcomed some interesting experiments in rural Wales. There was the development in Pembrokeshire that had led to the establishment of a Grammar/Technical school, the technical side dealing with rural studies and planned to draw its students from the whole area of the Authority. On the fringe of Carmarthen town they also had the interesting example of a Rural Technical Institute at Pibwrlwyd. This would cater for the young men and women of rural Carmarthenshire, South Cardiganshire and North Pembrokeshire, and would be unique in the range of facilities which it would offer to those engaged in scattered industries and workshops of West Wales. There were part-time day classes for apprentices who lived within daily travelling distance in a variety of trades, and it was hoped that apprentices who lived beyond this would get block release, providing for courses of eight weeks in the year, in two periods of four weeks. There would also be short residential courses for craftsmen in various trades. This contribution to the work of rural craftsmen had been made in a specialist sense at the Technical Institute in

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Newtown, where blacksmiths from various parts of Wales had had courses which had helped to maintain the high reputation of those craftsmen in other parts of the United Kingdom.

On the non-technical side, too, they had seen the development of Community Centre work in the villages, sometimes in association with the schools.

Regarding technical education, the last five years, he said, had also seen remarkable improvement in technical education in Wales. He reminded them that in 1920 there were just three technical colleges in Wales, at Swansea, Newport, and Cardiff, with two schools of Mines, at Treforest and Crumlin. These years of depression set them thinking, but he was afraid they did not prove to be as quick in the uptake as they should have been, but, by 1936, fourteen technical institutes had been opened in various parts of South Wales, with the co-operation of the Miners' Welfare Committee, and an Advisory Council for technical education had been set up. Extensions to the colleges at Swansea, Treforest and Wrexham were provided and the way was prepared for advance in North Wales. This resulted in the establishment of the Advisory Council for Technical Education in North Wales. When the years of peace came, the opportunity to plan arrived. Schemes of Further Education were to have been submitted by the W.J.E.C. and in 1946 the Academic Board of Technology was established on the initiative of the Ministry to bring together the University of Wales, the local education authorities, industry and the major technical colleges, so that technical education in Wales should not only be broad-based, but should also achieve highest levels.

### Physically Handicapped Children

"Lack of teachers sufficiently skilled to appreciate the needs of physically disabled children of high intelligence may be prejudicing the chances in life of those children," states a report by the National Association for Mental Health, in conjunction with the Central Council for the Care of Cripples.

The report, "Some Special Education Problems of Physically Handicapped Children," published jointly by these two organisations, deals with an enquiry covering 1,928 physically-handicapped children, and this is among the conclusions of two educational psychologists who carried out the survey.

There is a tendency, says the Report, to regard the children as dull, simply because their education has been retarded by reason of their infirmity and they are backward at reading or figures. Once this backwardness has been overcome, the majority of physically-handicapped children, about 89 per cent. of them, prove to be of average, or even above average, intelligence, and are suited for secondary or grammar school education.

In the general recommendations, it is considered that the individual assessment of physically-handicapped children should only be undertaken by people both qualified and experienced in this difficult field of work, and that further research should be carried out into testing techniques appropriate to various types of disability.

### "The Worker in Industry"

To mark Festival Year the Ministry of Labour and National Service has arranged an outstanding series of lectures under the broad title of "The Worker in Industry." Given by eminent authorities on the subject, the lectures will bring together the latest thought and records of practice on the more important aspects of manpower. They will focus attention on the fundamental question of the day—how to ensure the greatest efficiency in the use of manpower. Not only will they show the progress that has been made during the past 100 years but will describe the main problems of to-day, how they are being met and what remains to be done.

### Mr. J. Brown to Succeed Sir Graham Savage

The L.C.C. Education Committee have recommended the promotion of Mr. J. Brown, the Council's Deputy Education Officer, to succeed Sir Graham Savage, who will be retiring on 31st August, 1951.

Mr. J. Brown, who is sixty-one years of age, was educated at Glasgow University and gained 1st Class Honours Degree in Mathematics, Natural Philosophy and Astronomy. He was University Prizeman in the last two subjects, and was awarded a post-graduate Research Scholarship in Physics. Mr. Brown's first appointment was to the Natural Philosophy Department of Glasgow University. Later he was Science and Mathematics master at Bellahouston Academy, Glasgow. Subsequent studies in Germany were interrupted by the 1914-18 war during which Mr. Brown served in the Royal Flying Corps and the R.A.F. and was awarded the M.C., and M.B.E., and was twice mentioned in despatches. In 1919, Mr. Brown joined the service of the L.C.C. as a District Inspector and in the thirty-one years which have followed he has successively been an Assistant Education Officer, Chief Inspector and Deputy Education Officer.

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## The Comprehensive Synthesis

By GORDON MILLINGTON

Few features of our present educational system have given rise to greater and more widespread dissatisfaction than the methods of selection for secondary schools, a discontent which is shared by parents, teachers and administrators alike. The concoction of new tests has taken its place among the more recondite forms of sport as an innocent pastime for the mathematically minded, but it is slowly becoming apparent that there is no formula to embrace the relevant potentialities of an eleven-year-old child. The dichotomy between grammar and modern school types—for no one seems to know where the technical school fits in—is a false one imposed by history rather than by genuine educational needs. Very wide differences in ability undoubtedly exist, but the tripartite secondary education now prevalent is at best a clumsy attempt to cater for them.

Children do not, for administrative convenience, suddenly crystallize out into three types at the crucial age and if, like all Gaul, they are so divided, we are rendering unto Caesar an excessive tribute. The existing system is neither perfect nor immutable, though some have an interest in perpetuating it, and one of its worst faults is that it fails to provide for quite a large number of children whose abilities are localized in particular activities, unless they can also attain quite a high standard in others for which they have no talent.

Five years of post-war experience in a large modern school have brought me into contact with many such children, who could have profited from grammar school education in certain subjects, but whose general level of ability at the age of eleven was not considered high enough to justify the award of a place. Obviously, we should prefer everyone to be brilliant at everything, but talent is not so prodigally distributed that we can afford to waste it when it occurs in isolation. Such children come to the modern school borne down by an unjustified feeling of failure, for the philosophy of the primary school remains quite uncompromising in this respect, and it may be many months before this inhibiting attitude is broken down. Just as the child begins to settle down in the school, the old wound may be re-opened by the possibility of a grammar school transfer. The personal inclination of the child is almost invariably to stay put, but pressure from parents and sometimes from teachers may be brought to bear, and the child risks and generally receives, a second rebuff. If he passes, he is uprooted once again, and has to settle down to a process of personal adjustment rendered doubly difficult by the fact that he is a solitary new boy instead of one of a group transferred together. If he fails, the inhibiting inertia is intensified.

This feeling of failure is a permeating factor in the consciousness of every modern school child, manifested occasionally and obliquely in forlorn moments, but ever present: against it the teacher fights what is, in too many cases, a losing battle. Many grammar school children do not find their work easy, but of them it may often be said that, like Virgil's oarsmen, "*possunt quia posse videntur*." In the modern school the contrary is often the case—they fail because they believe themselves failures, and do less than justice to their abilities. The primary school class has been subjected to a competitive analysis in which the weak not only go to the wall, but have their heads banged against it too. It is not necessary.

A new synthesis has to be found in secondary education, and to many the most hopeful line of approach seems to lie in the comprehensive concept. The truly comprehensive school, unlike the unwieldy multilateral type which is, really no more than an agglomeration of two or three schools on the same site, need be no larger than the average grammar or modern school, although it requires more but smaller

rooms and a higher staffing ratio. Granted these, however, it is in a position to overcome all the difficulties previously enumerated. There is no rigid organization into streams, but instead each subject is available at either of two levels, corresponding to grammar and modern school approaches; some children will take all subjects at the higher level, others at the lower, but the majority will mix them in varying proportions and will probably pursue a number of interests up to the General Certificate level and beyond, thus obtaining the incentive element usually lacking in the separate modern school.

There will be no inhibiting sense of failure, no uprooting, and the individual courses will be capable of continuous and easy modification to meet the needs of late developing talent or to allow for errors in initial assessments. A further gain will be the elimination from secondary education of false social values which lead parents to assume that a wholly academic curriculum is invariably and absolutely the best; if true education is what remains when we have forgotten all we were ever taught, then it can be acquired as well through woodwork as through Latin, and a sense of form express itself in matter as in thought. All that is good in the grammar school tradition may be conserved as a haven to work creatively in the life of the new type of school which is being called into being in response to a changed social climate, much as the rise of the grammar schools themselves occurred in the heyday of Victorian England and in response to its needs. Adaptation is the price and the means of progress, and if the teachers of to-day see in the comprehensive school the answer to the challenge of to-morrow, the problems of the future will not find us unprepared.

## International Congress on Home Economics in 1953

An International Congress on Home Economics, sponsored by the Education Departments of the United Kingdom, is to be held in Edinburgh in 1953, during the week August 12th—18th. It is expected that a record number of delegates, over a thousand from between twenty and thirty countries, will attend the Congress. The date has been chosen to allow delegates who so wish to remain in Edinburgh for the International Festival of Music and Drama which follows on immediately.

Although this will be the first occasion on which Great Britain has had the honour of acting as hostess country for the Congress, the parent body, la Fédération Internationale de l'Enseignement Ménager, whose headquarters are at Fribourg, Switzerland, has been in existence for over forty years and has held seven previous congresses, the last three being in Berlin (1934), Copenhagen (1939), and Stockholm (1949).

Although the Edinburgh 1953 Congress is still a long way off, an Organizing Committee consisting of representatives of various United Kingdom educational interests is already busy making the arrangements. The Chairman is Mr. J. B. Frizell, C.B.E., Director of Education for Edinburgh, and the Congress office is at 46, Moray Place, Edinburgh, 3.

Mr. Stephen D. Murphy, B.A. (Oxon), at present an assistant master at Manchester Grammar School, has been appointed by the School Broadcasting Council for the United Kingdom, to be Education Officer, North Western Division based in Manchester, as from 1st September. Mr. Murphy succeeds Mr. Edward Wilkinson, who has been appointed one of His Majesty's Inspectors of Schools.

Dr. J. E. A. Underwood, C.B.E., the Principal Medical Officer to the Ministry of Education, retired on June 30th and has been succeeded by Dr. P. Henderson. Dr. A. F. Alford has been appointed a Senior Medical Officer.



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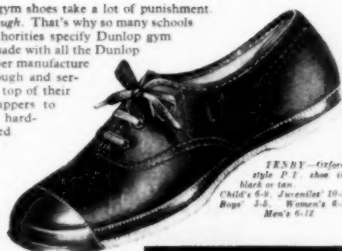
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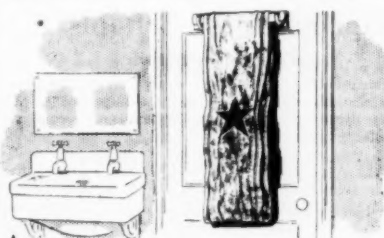


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## Chiropody in Schools •

### Survey of Children's Feet

A very interesting report was presented to the June meeting of the Manchester Education Committee by Dr. C. Metcalfe Brown, School Medical Officer, giving the results of a survey of children's feet taken at three schools in different districts in the Manchester area. The survey was undertaken to show something of the state of foot health in the schools.

Some things, says the report, stand out in examination of the findings such as the high average of badly fitting footwear (a potent cause of foot trouble), also the high proportion of weak and incipient flat-foot. It must be remembered, however, that the figures given for pronation refer often to separate feet so that naturally the figure is high.

The majority of defects, i.e., corns, callosities, ingrowing toe nails, etc., caused no pain whatsoever, but in order to give figures as accurate as possible, all deformities were noted. Also, it must be remembered that the average child usually wears shoes much too short, so causing many defects, which when the foot takes its final form, often results in crippling disabilities. Therefore, every defect has been recorded so that they may be treated as a preventative measure. Incipient flat-foot can, at an early age, be treated by simple and inexpensive methods, such as shoe wedging, which can be carried out by any competent shoe repairer.

This survey has shown that defects are very common in groups of children, the tendency becoming greater as the age increases but observable at an early age (in the case of inherited defects) to the trained eye.

It has also shown the value of periodic examination for the following reasons:

(i) The cases can be found and dealt with in the early stages so obviating expensive treatment or perhaps orthopaedic treatment later.

(ii) The spread of infectious conditions such as Athlete's foot, Plantar warts (which even when small are very contagious) can be prevented.

(iii) One cause of much foot trouble—namely bad footwear—may be notified to the parents.

(iv) Pronation, which often leads to such foot ailments as Arthritis, Bunions, Hammer Toes, instability of the ankle, etc., can be cured by simple treatment in many cases whereas, if neglected, much time, trouble, and money, will need to be spent in treatment later.

(v) Ensuring that the feet are correct necessarily ensures that gait, posture, and spine are also correct, resulting in improvement in general health.

(vi) Grave defects of the foot requiring surgical treatment can be found in the early stages, so often obviating extensive treatment later.

Very many of the abnormalities were due, on the whole, to ill-fitting footwear and hosiery, and were accentuated by ill use of the feet when in such clothing. In most of the cases simple preventative treatment such as alteration to the type or size of shoe and hosiery, with advice to the parents, would suffice. During this survey, in every case the parents or child and the teacher were informed of the correct size and fitting of shoe required.

One of the points that stood out in the survey was the high standard of foot hygiene and care that the girls show in contrast to the boys. It would seem, on the whole, that the girls take more care of their feet in every way.

The survey covered 2,217 children in secondary modern, secondary mixed, junior and infant schools, and the total number of defects found was 1,489, the majority (1,107) being cases of pronation. Of the 2,217 children seen, no less than 1,445 had shoes 1, 2, or 3 sizes short.

Concluding his report, Dr. Brown expresses the opinion that chiropody treatment could be provided at clinics with a minimum of equipment. The essential things are correct diagnosis, treatment and simple instruments. Little furniture and a room of very small dimensions is all that is required in the way of accommodation.

## Cost of Education in Scotland

The Seventy-fifth Annual Report by the Accountant to the Scottish Education Department, covering the year 1946-47, was issued last month end. Publication of the report marks the resumption of a practice which, for reasons of economy, has been in abeyance since the beginning of the last war.

The report contains a general survey of the whole field of expenditure by education authorities in Scotland, together with statistical abstracts showing the income and expenditure of various grant-aided schools and other educational establishments under voluntary management, approved schools, the National Committee for the Training of Teachers and educational endowments administered by governing bodies other than education authorities, as well as particulars of grants paid direct by the Department to various bodies providing educational services.

The gross revenue expenditure of the thirty-five education authorities was £25,141,764 of which £1,482,944 was met from receipts from various sources, about half consisting of payments by parents for school meals. Of the resultant net expenditure of £23,658,820, a fraction over 60 per cent., viz., £14,204,835 was met by grants from the Department. Capital expenditure during the year amounted to £422,552.

Among the items of revenue expenditure were £14,720,359 for salaries, etc., of teachers, £4,183,840 for maintenance of schools, £776,841 for transport, board and lodging of pupils and bursaries, £2,219,368 for school meals and £446,762 for the school health service.

## Fife Educational Endowments

The Secretary of State for Scotland proposes to review the educational endowments in Fife in terms of Part VI of the Education (Scotland) Act, 1946. He has accordingly appointed Mr. C. W. Graham Guest, K.C., to hold a public local inquiry into ninety-one Fife endowments. The inquiry is to be held on July 23rd, and is expected to last three days.

Sixty of the endowments concerned are administered by the Fife County Council and the remainder by other governing bodies. The County Council and the governing bodies which have asked for a hearing will be represented.

## National Advisory Council for Education (England)

The Minister of Education has appointed Dr. F. Consett, Principal of Avery Hill Training College; Professor A. V. Judges, Professor of Education, King's College, University of London; and Mr. L. R. Missen, Chief Education Officer for East Suffolk, to be members of the Central Advisory Council for Education (England) in place of Mr. D. McLachlan, Professor W. O. Lester Smith and Mr. J. L. Longland. Both Professor Lester Smith and Mr. Longland completed their terms of office; Mr. McLachlan resigned owing to pressure of other work.

Referring to dental inspection and treatment in his annual report, the School Medical Officer to Bury Education Committee says, "This work, as far as the Local Authority is concerned, has been at a standstill. There has been no school dental officer available."

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No. 3312

JULY, 1951

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## Month by Month

### Capital Investment

THE thirtieth of June was the last day for submission to the Ministry of Education of their Educational Building Programmes for 1952-53. Mr. D. R. Hardman, M.P., Parliamentary Secretary to the Ministry of Education, devoted much of his very full and informative address to the Association of Education Committees to this subject. He reminded the conference that a year ago the main anxiety of local education authorities was lest they should fail to meet the demand for 1,150,000 new school places needed for the high post-war birthrate and movements of population. He was confident that, in spite of shortages and of slowing down through rearmament, the building programme to provide those places "over the country as a whole" was going "reasonable well." The Ministry now had to consider the demand for new places in 1954-56 when the bulge in the birth rate will affect secondary schools. To keep pace with the continuing demand for new places until the end of that period, some 180,000 new places would have to be provided yearly. We should be able to meet our minimum needs "provided that we use our allocation efficiently and economically." Only a small proportion of these places can be for junior pupils. Once more local education authorities must concentrate on the building of secondary schools. Mr. Hardman had much to say about procedure. Local education authorities should make sure that they do not add difficulties to those outside their own control. Several examples were given of possible causes of difficulty and delay. The Association, however, was clearly of opinion that the Ministry could yet do much to avoidable causes of delay at their end and generally to assist authorities to do as they had been urged, namely, to "streamline their own procedure right through." A resolution, moved by Mr. Longland (Derbyshire) and seconded by Dr. Thomas (Leicester), in its preamble referred to the delay in formulating a building programme occasioned by the Ministry's insistence that a detailed scrutiny of each proposal must be made by officers of the Ministry. The resolution declared that the Ministry's task could be comprised "solely in determining the financial value of each authority's programme, leaving it to each authority to determine the projects on that programme, subject to the observance of priorities to be laid down by the Ministry from time to time." This resolution was carried without dissent.

\* \* \* \* \*

The Revd. A. J. Watts, General Inspector of Religious Education for the Diocese of Oxford, wrote some weeks ago to the *Church Times* on the right of church parents to give their children a holiday from school on "any day exclusively set apart for religious observance" by the Church of England. Mr. Watts' letter is strongly criticised in a note in *The School Child and Juvenile Worker*, organ of the National Education Association, under the title of "A New Evasion of the Law Proposed." Apparently some clergymen in the diocese of Oxford have time to spare for "cogitating and concocting schemes for evading those provisions of the law which deal with religious instruction and observance." The writer,



himself, is however far from sure of the legal position and thus not in a good position to challenge Mr. Watts, who appears to make his stand on the Education Act, 1944, Section 39 (2) (b). The writer agrees that "Ascension Day comes within the category" of Days of Religious Observance referred to in the Act. He does, however, regard it as "very questionable" whether any other school day can be regarded in the same way. Section 39 (2) (b) is the present successor of legislation passed in 1870 to protect the religious liberties of parents and children. No Education Act has ever legislated for Ascension Day alone. The judgment delivered in the cases of *Marshall v. Graham* and *Bell v. Graham* (Law Reports K.B., 1907, Vol. 2) should be read by all who need to understand what the legal position really is.

It is claimed that the clause in the 1870 Act was "intended to meet the needs of Jews in the first instance." Educational administration is however concerned with the *meaning* and not the alleged *intention* of any statute. It was in fact clearly recognised in the Parliamentary debates at the time that the clause would apply to members of the Anglican and Roman churches as well as to Jews. It is claimed that "it was certainly not intended that it should apply to seventy-nine red letter days" in the calendar of the Church of England. This view is probably correct. It has not been ruled that every "red-letter" day is a day "exclusively" devoted to religious observance by the Church of England. There are in fact, only thirty and not seventy-nine festivals which may fall on school days. There are seven fast days equal rank—Ash Wednesday and Holy Week—but most of these are not usually school days. Many of the thirty feast days fall in school holidays or on other non-school days. Most of them in any case are not holy days of obligation. Their recognition as red-letter days is not in itself enough to bring them all within the provisions of Section 39 (2) (b). Some days are more important than others. Four of them have special liturgical recognition and provision. Ascension Day is the most notable example, because it must always fall on a week day. Certainly Ash Wednesday and Ascension Day are days "exclusively set apart" by the Anglican and Roman churches. The same is true of Epiphany and All Saints' Day. The matter is certainly not of the dimensions suggested or feared.

#### **Punishments and Rewards.**

Mr. Peter Freeman's question in the House of Commons last month and the Minister's reply have apparently roused little interest or attention. Mr. Freeman asked whether the investigations into punishments and rewards, undertaken by the Foundation for Educational Research, which was announced on 24th April, 1947, had now been completed. He also asked whether the report had been issued, whether it would be published in full or summarised, and what steps the Minister proposed to take in the matter. Mr. Tomlinson replied that the investigations had been completed but no report had yet been issued. Mr. Freeman had in his question reminded the Minister of his statement in the House on 18th May, 1950, that the report would probably be completed in July, 1950. Now another year has passed and Mr. Tomlinson cannot report any further progress. He described the report which he mentioned to the House in May, 1950, as "the report of the Foundation's investigators" and presumably not that of the

Foundation itself. That however was not what the House was told over a year ago. In any case the Foundation has surely had ample time in which to prepare and publish its report on the basis of its investigators' submissions. The report, says the Minister, "is not in a form suitable for publication." Such a statement must inevitably cause much speculation. The Minister then added that no report had yet been issued, but that the Foundation "will shortly reach a final decision about publication" presumably of a non-existent report. The Foundation was established to do just the kind of research which in this case has been completed and, having completed such researches, to publish the results for the benefit of all whom the Foundation is designed to serve. It is a serious matter if the results of any research, officially undertaken with the help of hundreds of teachers, local education authorities, societies and other bodies, is to be withheld even from those who have freely and willingly helped in the task.

\* \* \*

#### **Salary Negotiations.**

It was a good and healthy sign that the Association in conference rejected so wholeheartedly the resolution of the Nottinghamshire Education Committee on Burnham Procedure and emphatically approved the Executive Committee's resolution on Chief Officers' Salaries. Alderman Hyman reminded conference that they had a full year in which to discuss matters with the teachers. Their job was not to oppose the teachers'.

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demands but to meet justly the needs of the teachers and the authorities. What more could they want from their negotiators than they had had. Conference had given them the general lines on which to proceed and the negotiators had proceeded on those lines. Alderman Panes said that to call upon negotiators to come back to "dot the i's and cross the t's" in the last details would make negotiation impossible. Councillor Hurst said that if they had confidence in their negotiators they would not ask them to come back and have their results examined or clarified. Conference was thus consistent in welcoming the recommendations relating to Chief Officers' salaries and expressing the hope that the question of the salaries of those officers, which the Association had considered as long ago as 1946, would now be "satisfactorily resolved." Alderman H. W. Jackson reminded conference that negotiations had occupied two years. It might well have been added that the very modest salaries proposed in the case of small and medium authorities are little if any above figures proposed as long ago as 1937. They have, even since publication last October, been seriously and adversely affected by most recent and most steep increases in all that contributes towards a genuine "cost of living" and by the adoption of new Burnham awards. The arguments advanced against the Nottinghamshire resolution were in reality arguments also against those local education authorities that have questioned the standing and the procedure of the Joint Negotiating Committee and endeavoured to secure a unilateral repudiation of the agreement which it achieved. Local authorities' representatives in any negotiations have not only the right but the duty to protect the employing authorities from any obligation, even if it prove to be a moral one only, to pay excessive salaries, particularly in these days of inflation. That right has been exercised and that duty performed.

#### The School Dental Service.

The law of supply and demand can be said to justify or at least to excuse salary increases in this service amounting in some cases to a hundred per cent. Teeth can be seen. Minds cannot be seen. Objections raised to Soulbury Award increases for Educational Psychologists are not raised against the far greater increase for Dental Officers. If there are not enough dentists in the service to maintain it at even the lowest necessary level of effectiveness then the necessary inducements must be offered. None can do a dentist's work except a qualified and registered dentist. It may therefore come as a surprise to some to learn a Bill has been proposed which would legalise the filling and extraction of teeth by dental nurses. Nurses can at present only scale and polish teeth. A fact-finding commission has now reported on a visit of investigation to New Zealand, where dental nurses are employed as is proposed. It is claimed that girls can be trained for this work in two years. It has even been prophesied that the present school dental service will be largely scrapped. If the proposal will really enable school children to receive regular care for, and efficient treatment of, their teeth, one can only wonder that it was not seriously considered long ago. In some areas the school dental service has been allowed to disintegrate; at the cost, of course, of neglect and suffering so far as the children are concerned for whom the service was established.

## BOOK NOTES

**Commonsense Speech Training** By George Draper (Newnes, 7s. 6d. net.)

Many non-specialist teachers are deterred from attempting speech-training with their classes, partly by the magnitude of the task, and partly by a belief that it is a matter for specialists only. In both of these views there is, of course, some truth. To bring the speech of forty or more children from uncultured homes up to a high level of skilled voice production and beauty of sound is a task which would require more time and expert knowledge than is at the disposal of the average class teacher. It is valuable, therefore, to have a "commonsense" manual from one who, while himself an expert, sets out to show how much can be done by the non-specialist with limited class-time to spare.

Mr. Draper begins by stating with conviction the case for speech-training. He then deals with the four main branches: audibility, interest and vitality, ear-training, beauty in speech, and concludes with some useful hints on teaching methods. There are many practical suggestions for exercises and if at times he fails to distinguish between what the non-specialist may and may not be expected to know, this can be laid at the door of his general aim of simplification. Of the need for the training for which he pleads there can be no doubt. One has only to compare the richness and variety of Elizabethan speech, as reproduced recently on the Third Programme, to realise how flat, stale and unpleasing much of our modern speech has become. Moreover, the repetition of well-chosen poetry and prose passages for speech-training purposes must also store the children's minds with treasures in a more palatable way than the old-fashioned poetry learning. The author has made a most useful contribution to an important subject. Dare we venture to regret that his own feeling for style in written English is not so developed as his appreciation of beauty in the spoken language?—E.F.C.

**Creatures of a Canadian Lake** by George Bettany (Warne and Co.)

This addition to the *Falcon Nature Series* maintains the high standard of authenticity to be found in the earlier volumes. It tells, in a vivid, personal manner, the story of a number of wild creatures including the heron, the beaver, the eagle and the frog. While there is no attempt to "humanise" these creatures of the wild, the careful detail in which their hunting methods and ways of educating their young are described gives each an arresting individuality. The struggle for existence in which only the fittest survive is well reflected—perhaps at times a shade too cruelly. A supplementary reader well calculated to grip and hold the attention of the least "bookish" of boys in the junior school.—E.F.C.

**The Maze of Schools** by Dickin Moore (Bodley Head, 10s. 6d. net.)

This is a most interesting book, a book that is different. How refreshing it is to find a schoolmaster who admits he does not know, but brings intelligence and sympathy to the task of finding out. The book is a record of one side of a correspondence between a schoolmaster and a friend in which we are introduced first to a public school which, though advanced, has not lost touch with all traditional methods, and second to a co-educational establishment which has gone all the way along the "progressive" path. There is a sharpness of characterisation and a vividness of incident which all too many professed novels do not attain,

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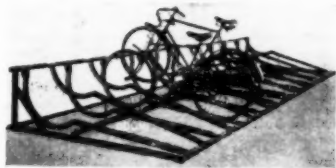
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and yet this is not a novel. It remains, at bottom, a serious enquiry into first principles in education, a sincere search after the truth about schools, about children, about parents and, at times, about life in general. No one could read its pages—and its pages are eminently readable—without being made to think; no teacher could fail to be stimulated in mind and spirit by its wisdom and humour. We hesitate to place it beside "Mr. Perrin and Mr. Trail"—we should like to read the book again in six months' time before doing that—but in the meantime we have no hesitation in recommending the book as a most acceptable addition to the common-room library or to the private book-shelf of those teachers who do not find the rising cost of living an effective obstacle to book-buying of any kind. If Mr. Moore can tell us, in the same vein, what he thinks of some of our less unconventional schools, that too should be worth reading.—E.F.C.

**Mental Testing! Its History, Principles and Applications,**  
by Florence L. Goodenough. (Staples, 42s. net.)

It is a characteristic of the twentieth century in all fields of human activity to make the best use of the available resources, an aim made attainable by scientific progress. These resources include not only such material assets as coal and iron, timber and fertile soil, but our human resources also. Hence the science of psychology has done much to enable society to get the best out of the members of which it is composed and also to enable the individual to get the best out of himself. And within the bounds of psychology the greatest single contribution towards the fitting of square pegs into square holes, both vocationally and in many other social spheres, has been made by the development during the past half century of the art of mental testing. Since the term "mental test" was first used in an article in a scientific journal in the year 1890, rapid progress has been made in the scientific study of mental testing in the wide variety of ways in which the tests have been usefully applied.

The time is therefore ripe for a comprehensive survey of the whole field of mental testing, its history, principles and application. Such a survey we have now before us.

As we might have expected from American scholarship, the task has been done thoroughly. The development of mental testing from the first pregnant suggestion to the present almost universal acceptance is carefully traced. The general principles on which the tests are based are then set out in intelligible and largely non-technical language. There then follows a very thorough exposition of the best methods of application. As a text-book for those to whom a sound working knowledge of mental testing is essential the book will be invaluable. It should also be within the reach of any whose work, as educationists, social workers or medical practitioners brings them into contact with the problems of varying human intelligence, although for most of these it will be a volume to dip into or consult rather than to study in full. It has all the makings of a standard work on this most important aspect of applied psychology.—E.F.C.

**Ten More Ten-Minute Plays,** by Thomas Cain. (University of London Press.)

Sequels have a way of failing to come up to the high standard set by their prototypes, whose popularity has tempted the author to try again. But no such criticism can be levelled at Mr. Cain's second series of Ten-Minute Plays. This alone will be sufficient recommendation for those who know and use the first series. Here is something for which many teachers and others have been waiting: a book of short sketches, each playing for no longer than ten minutes and making little demand in the way of costume, properties or setting, which can be used in the classroom, at end-of-term informal concerts, at Christmas parties and socials and for those hundred and one other occasions when a short play,

written for young people, is in demand. The author has, in addition, a more serious purpose. He believes firmly in the educative value of dramatic work in school, both as a means of developing personal qualities and as the best introduction to our great heritage of dramatic literature.

There is something here for everyone; the subject-matter of the plays is well varied and there are items for all male, all female and for mixed casts. The dialogue is fresh and realistic and each play deals with a self-contained story, with a carefully contrived "point" making an effective curtain at the end. Indeed, the economy with which the author builds up his comic or dramatic climax in the limited time at his disposal shows real craftsmanship. Two books no secondary school library should be without.—E.F.C.

**The Good Old Cause. The English Revolution, 1640-1660.**

Edited by Christopher Hill and Edmund Dell. (Lawrence and Wishart, 15s. net.)

We have had great pleasure from reading this book and we hope to have more from dipping into it again in the future—and any book of which this can be said is worthy of its measure of praise. The idea of the series to which this belongs is a simple one, to tell the story of some more or less self-contained period of history by means of extracts from contemporary writings and speeches—in this case, the story of the English Revolution of 1640-1660, its Causes, Course and Consequences. The method has, of course, been used frequently before; the merit of this particular attempt is that it succeeds creditably in both creating an authentic atmosphere and telling a story. Events in all the important spheres of the national life unfold themselves before us as they appeared to those who lived through the troubled days of the mid-seventeenth century. Here is a book for the school library, in which sixth formers may get a first taste of going back to original sources that may well whet their appetite for more. There are three other volumes so far in the same series (but at one third the price of this double volume); they illustrate the history of the working-class movement in the nineteenth century.—E.F.C.

**Bible Lesson Handbooks: Third Year.** (Religious Education Press, 6s. 6d. each.)

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**The Golden Hind Geographies.** By Leonard Brooks and George Cons. (University of London Press; 3s. 9d. cloth, 4s. 6d. boards.)

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**CGA 513 David and Jane at the Circus.**—Those who liked the previous David and Jane strips will find this one equally attractive. The two children are fortunate in having a look round the circus before it begins or some of the shots would not have been possible. The strip provides infants with a good introduction to circus life and activities and plenty to talk about. All the frames have suitable conversational captions for reading. 24 frames.

\* \* \*

### MULLARD EDUCATIONAL SERVICE

Produced by Mullard Electronic Products Ltd., with the co-operation of the National Committee for Visual Aids in Education, these very handy strips on Radio and Television should find a welcome place in senior classes in secondary schools and in technical schools and colleges. Filmstrips Nos. 9-10 deal with **The Cathode Ray Tube**. No. 9 traces the History, Development and General Principles, commencing with experiments in the discharge through rarified gas, subsequent deflection of the beam and the invention of the electronic gun; next follows the comparison of the focusing effect of an optical lens and an electrical field; deflections of the beam are treated in some detail, and types of television tube are shown. The strip bristles with clear diagrams enhanced by colour, and a comprehensive script is provided for those not too familiar with the subject, suitable also for verbatim delivery—a very clear and concise introduction to the subject. 29 frames. No. 10 shows the construction and manufacture of the tube, dealing with each component in turn. An interesting feature of this strip is the showing of the parts of the grid and anodes separately before assembly and later assembled. The various stages of assembly are clearly shown photographically. 30 frames. Strip No. 13 **The Story of Radio** is a similar strip to No. 9, tracing the development of the modern broadcasting system from the early experiments with telegraph and telephone. Various wave forms are dealt with and a good diagram of a Broadcast System is included in the 35 frames.

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## British Youth Clubs Send "Jordan Valley" to Germany

A notable example of the good-will that exists between the youth of Britain and Germany is the story of the gift of the religious film "Jordan Valley," by British youth groups to their German counterparts.

The German branch of the Salvation Army sought a copy of this popular British Instructional Films 16mm. release because of its sincere approach to its task of providing part of the background needed for a full understanding of the Scriptures. They wished to show "Jordan Valley" in many of the youth clubs affiliated to them, but found themselves unable to pay the necessary £15 for a silent copy. Salvation Army youth clubs in Britain heard of their plight and presented their German friends with the film.

Major Owen, an official in the British Salvation Army, has received enthusiastic reports about "Jordan Valley," which has already been widely shown to youth groups throughout Berlin and the Western Zone. The film's reception, he said, has been an even greater success than they had anticipated.

"Vagrant Children," the latest in a series of studies by Unesco of the educational problems of war-handicapped children, contains accounts of juvenile vagrancy in Austria, Germany, Greece and Italy, and also special reports on various aspects of the problem.

The report of the Kent County Library for the year 1950-51 shows that the number of books issued was 4,435,853, an increase of 20,163 in comparison with the previous year. 96,497 books were added to the library compared with 91,535 in 1949-50, and 42,945 were withdrawn from stock. The number of books in the library at the end of the year was 784,907, compared with 730,355 in the previous year. The Committee have decided that a report for the years 1949-51 should not be printed, but that consideration be given to the publication of a triennial report covering the period 1949-52.



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## GRAMOPHONE REVIEW

This month has been a reviewer's Paradise. Cheerful music, well played and well recorded, will exhaust our vocabulary of praise. All the discs noted below are outstanding for the excellence of their recording.

**Albinoni**—Concerto in D major, Op. 7, No. 6 (arr. Paumgartner). Leon Goossens (oboe) and the Philharmonia String Orchestra, conductor Walter Susskind. Columbia D.X. 1753.

Albinoni was a Venetian composer of the early eighteenth century, contemporary with Vivaldi, highly thought of in his day, but almost forgotten in ours. This little work will not do much to increase his fame. But it is so sunny in its temper and falls so easily on the ear that listening to it (played as, of course, it is here with such skill and taste) is a pure delight.

**Mozart**—Trio: La mia Dorabella, Recit.: Fuor la Spadal, Trio: E la fede della femine and Recit.: Scioccherie di Poeti! Trio: Una bella. Così Fan Tutte, Act I. R. Lewis (ten.), E. Kunz (bar.), M. Borriello (bar.), and The Glyndebourne Festival Orchestra, conductor F. Busch. H.M.V. D.B. 21115.

A light-hearted exchange of banter on the eternal theme of Woman's frailty. Could anything be more vivacious or quicker than this three-part patter and song? And what might have been a piece of music hall backchat becomes, in Mozart's hands, pure magic. Nobody can listen to this record twice and contradict that statement. The recording has caught every detail with amazing fidelity.

**Berlioz**—Overture "King Lear," Op. 4. Royal Philharmonia Orchestra, conductor Sir Thomas Beecham. H.M.V. D.B. 9814-5.

One listens spellbound to this astonishing example of orchestral virtuosity, and, perhaps one ought to add, of engineering virtuosity. The recording has caught the characteristic tone of every instrument, and reproduces the greatest range of volume with the utmost clarity. The drum-notes have to be heard to be believed. And the quality of the lower string tone! And the brass, when it sounds out so rich and sonorous! In all this enthusiasm let us give even greater praise to Beecham, who takes such obvious delight in his magnificent orchestra. Perhaps we are doing justice all round in allotting third place to the composer.

**Debussy**—Images. (Set I), Reflets dans l'eau and Hommage à Rameau (First Part), Columbia L.X. 1395. (a) Hommage à Rameau (concluded), (b) Mouvement and Images (Set II), Cloches à travers les feuilles, L.X. 1396. Et la lune descend sur le temple qui fut and Poissons d'or, L.X. 1397. Walter Gieseking (piano).

In these pieces, some of them very popular on the concert platform to-day, Debussy is seen as the skilful exploiter of his instrument. Just as Chopin in an earlier century experimented with the possibilities of the piano, so the later composer continues his work with a close similarity not only in method, but in temperament. Those who like Chopin will probably like also this dreamy, poetical (or shall we be rash enough to say this pseudo-poetical?) Debussy. It is not easy to imagine a better rendering than Gieseking's, and he is well served by the recording, which faithfully brings out the rich and lovely tone of his instrument.

**Folk Songs**.—(a) 'S Schatzli (Swiss Folk Song), (b) Die Bernhige (Bavarian Folk Song and (a) O Du Liebs Angeli (Bernese Folk Song), (b) Maria Auf Dem Berge (Silesian Folk Song).) Elisabeth Schwarzkopf (soprano) with Gerald Moore (piano). Columbia L.B. 112.

A sweetmeat to finish with. Just what the label leads one to expect—delicious!

## MISCELLANY

Educational News Items from all Parts.

**Miss M. Snell**, Deputy Children's Officer, Staffordshire, has been appointed Children's Officer for the County Borough of Warrington.

**The Ministry of Education**, Arts and Sciences, Holland, is to introduce a new regulation which permits the optional teaching of Esperanto in first-grade schools. At present Esperanto is an optional subject outside the normal curricula.

**The Arts Council of Great Britain** announce with regret that the Panel of Adjudicators appointed by their Welsh Committee to judge the entries for their Welsh Poetry Competitions have been unable to make an award in any of the sections.

**We referred last month** to the present Question Conference on "Freedom and Responsibility," to be held at Oxford from August 4th to 11th, and are asked to state that details of registration and the Conference programme are available from 37, Middleway, London, N.W.11.

**At the Fourteenth International Conference** on Public Education, jointly organized by Unesco and the International Bureau of Education, now being held at Geneva, Governments of eighty-one states have been invited to discuss compulsory education and the prolongation of compulsory school age.

**The estimates of the Education** (Scotland) Fund indicate that a sum of £24,760,000 will be available for grants to Education Authorities in respect of their financial year, 1951-52. This sum exceeds by £2,530,000 the closely estimated cost of the grants payable in respect of the year 1950-51.

**Six young builders have won** scholarships, each for three years study at a University or Technical College under a scheme sponsored by the Building Apprenticeship and Training Council. The scholarships, valued at about £200 a year, are tenable at Manchester, Cardiff or Leeds Universities, or at a technical college.

**Mr. G. H. Sylvester**, Chief Education Officer of Bristol, is to visit the United States for a period of three months at the invitation of the United States Government. Mr. Sylvester will visit schools, colleges, and other institutions, and will also lecture on aspects of the English educational system. The Bristol City Council, at their June meeting, agreed to the invitation being accepted and gave Mr. Sylvester the necessary leave of absence.

**The Secretary of State for Scotland** has recently prescribed the type and form of a School Leaving Record which, from August 1st, will be issued to every pupil at the end of his or her school career, and in Circular No. 218, the Scottish Education Department have given guidance on its completion. The introduction of such a Record was recommended by the Advisory Council on Education in Scotland in their Report on Secondary Education and the Secretary of State accepted this recommendation.



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